

## Suggested activities for teachers to undertake using the video on terrorism and violent extremism: sheet 6

<b>Cognitive</b>  The knowledge and thinking skills necessary to better understand the world and its complexities	<b>Socio-emotional</b>  The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	<b>Behavioural</b>  Conduct, performance, practical application and engagement	<b>Teacher</b>  <i>Consider which activities you might undertake using the video. Reflect on why you selected the activity and how you plan to implement it</i>
<p><b>Microaggressions: When Little Things Add Up</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topics:</b> Communicating respect, inclusion, exclusion</p> <p><b>Grade level:</b> Secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• My Video Journal handout</li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	<p><b>I See You</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topics:</b> Human rights, disabilities, vision impairment, simulation</p> <p><b>Grade level:</b> Secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> <li>• Blindfolds</li> <li>• A projector</li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	<p><b>The Labyrinth</b></p> <p><b>Time:</b> 40-50 minutes</p> <p><b>Topics:</b> Game-based learning, resilience</p> <p><b>Grade level:</b> Secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The video on terrorism and violent extremism</li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Challenge stereotypes</li> <li>• Choose actions that promote</li> </ul>	

<ul style="list-style-type: none"> <li>• Identify what microaggressions are</li> <li>• Describe how they occur in everyday life</li> <li>• Reflect on the impact of microaggressions</li> <li>• Respond more effectively to microaggressions</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, stress the importance of common values (such as empathy, caring and equality) and tolerance to co-existing peacefully.</li> <li>• Ask for examples in the video where these values are not respected. Answers can include the attempted bombing, the theft of the blind man's money and the use the Internet to conspire to hurt others.</li> <li>• Follow up by asking what might have happened had the bomb gone off in a busy section of the airport.</li> <li>• Display or write the following</li> </ul>	<ul style="list-style-type: none"> <li>• Express empathy and respect for people with disabilities</li> <li>• Learn to appreciate and respect diversity and interact with others in the community and wider world</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, explain to the students that they will take part in a simulation. Half of the class will be blindfolded and the other half will serve as guides for the blindfolded. After a designated amount of time, get the students to switch roles.</li> <li>• Blur the projector, so it is out of focus. If there is no projector, write information on the board that is too small to be understood. Then ask questions about the information.</li> </ul> <p><b>Debriefing:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to respond in their My Video Journals to the experience.</li> </ul>	<p>tolerance and well-being</p> <ul style="list-style-type: none"> <li>• Foster independent judgement and critical thinking</li> <li>• Recognize propaganda and evaluate messages encountered online</li> <li>• Analyse scenarios related to violent extremism, including the risk involved</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, ask the students to play the board game Labyrinth to understand better how violent extremism impacts society and how young people can learn that they have choices and that choices have consequences.</li> <li>• The game and instructions can be accessed <a href="#">here</a>.</li> </ul>	
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<p>statements so all the students can see them:</p> <ul style="list-style-type: none"> <li>○ What are you?</li> <li>○ Where are you really from?</li> <li>○ You speak (<u>identify a language</u>) well for a (<u>identify an ethnic or minority group</u>).</li> <li>○ Someone walks near you and clutches their bag or purse more tightly.</li> <li>○ Open displays of offensive symbols or gestures (such as the Nazi symbol or salute, the United States confederate flag or American Indian mascots) that can be considered offensive.</li> </ul> <ul style="list-style-type: none"> <li>● Explain that these are microaggressions. In other words, insults, put-downs, slights and indignities that people belonging to marginalised groups may experience on a daily basis. These statements may appear harmless but can contain hidden insults or jabs</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how frustrating and unfair it is when you can't see.</li> <li>● Divide the students into groups and ask the students to identify five strategies to help a fellow student with vision problems.</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>● Violent extremism is enabled by intolerance and discrimination. In the video, a blind man is taken advantage of as part of a plot to plant a bomb.</li> <li>● It is important to highlight to the students that the worth of a person with a disability should be the same as that of a person without a disability. This includes people with physical, mental and social-emotional disabilities.</li> </ul>		
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<p>(metacommunication) aimed at the person or group being targeted. The speaker may be unaware that they have said something hurtful.</p> <ul style="list-style-type: none"> <li>• Ask if there are any questions. Using their My Video Journals, ask the students to describe a time when they may have experienced a microaggression or done something that may have been interpreted as a microaggression. Describe how the incident was handled.</li> <li>• Ask for volunteers to share their experiences. Sharing should not be obligatory as the statements may be embarrassing. The students must feel safe and supported when discussing sensitive issues.</li> <li>• Explore ways to respond to microaggressions:             <ul style="list-style-type: none"> <li>○ <b>Think before responding.</b> You can acknowledge that the person may be unaware of the impact of what was</li> </ul> </li> </ul>			
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<p>just said. Realize that you can also choose not to respond or give the person the benefit of the doubt.</p> <ul style="list-style-type: none"> <li>○ <b>Consider the context.</b> Certain statements or actions may be interpreted differently in different contexts, cultures and languages. You may want to ask for more information or ask the person to rephrase or rethink what they just said or did.</li> <li>○ <b>Remember to criticize the microaggression,</b> not the microaggressor. But also remember to take care of yourself. Get counselling or other support as needed.</li> <li>○ <b>Don't become defensive</b> if you are the microaggressor.</li> <li>○ <b>Be open to listening and discussing</b> how what you just said or did was hurtful.</li> <li>○ <b>Be a strong ally.</b> If you witness a microaggression, stand firm against all forms of bias and discrimination. Ask the victim how you can best support them.</li> </ul>			
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<p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>Share <a href="#">the video of Derald Wing Sue</a>, author of <i>Microaggressions in Everyday Life</i>, discussing how microaggressions can impact your everyday life.</li> </ul>			
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